

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



Paterson Charter School for Science and Technology

2015-2016 TITLE I SCHOOLWIDE PLAN

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: CHARTER	School: Paterson Charter School for Science and Technology
Lead Person: MR. ALI RIZA GURCANLI	Address: 196 W. Railway Ave. Paterson, NJ 07053 (973) 247-0600
Lead Person's E-mail: riza@pcsst.org	Grade Levels: K-12
Title I Contact: Dr. Joseph Miceli	Principal: Mr. Riza A. Gurcanli
Title I Contact E-mail: miceli@pcsst.org	Principal's E-mail: riza@pcsst.org
Title I Contact Phone Number: 973-247-0600	Principal's Phone Number: 973-247-0600

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

X I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held 2 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$14,938,378.17, which will comprise 94.4% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$14,466,044, which will comprise 93.5% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Salaries for Instruction- BSI M-LA-Assessment	2,3		100-100	210,000
Salaries for Instruction- Saturday Academy- Pass-Pass Plus	1,2,3,6		100-101	110,000
Reading Coach	2,4		200-100	61,000
Professional Development	1,2,3,4,5,6		200-200	83,300
Purchased Services	1,2,3,4,5		200-300	38,000
Parent Involvement	1,2,3,6,7		200-601	15,000
Supplies and Resources	1,2,3,6		100-600 200-500	95,000
Benefits	2,3,6		200-200	83,300

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***Add lines as necessary.**

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Ali Riza Gurcanli	Administrators	X	X	X	On File
Halil Demir	Administrators	X	X	X	On File
Ufuk Zini	Administrators	X	X	X	On File
Joseph Miceli	Administrators	X	X	X	On File
Rose Oral	Administrators	X	X	X	On File
Irfan Evcil	Administrators	X	X	X	On File
Thomas Kane	Administrators	X	X	X	On File
Carol Burt-Miller	Trustees, Parent	X	X	X	On File
*53 Staff Members	Via Survey Monkey	X	X		On File/On Line
**74 Parent Members	Via Survey Monkey	X	X		On File/On Line

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
May 26, 2015	Conference Room	Needs Assessment	Yes		Yes	
May 26, 2015		Plan Development	Yes		Yes	
May 26, 2015		Program Evaluation	Yes		Yes	
LA-Math Staff Meeting Scheduled for 6/16/15		Assessment, Plan, Evaluation, Survey Review	Yes		Yes	

****Add rows as necessary.***

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?

The mission of PCSST is to provide a responsive educational model that will empower all students, through a standards-equity based academic program founded on expectations for high achievement that will graduate literate, responsible, self-directed persons who have the core knowledge and skills needed to be successful, contributing members of society.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program * **(For schools approved to operate a schoolwide program in 2014-2015, or earlier)**

1. Did the school implement the program as planned? Yes.
2. What were the strengths of the implementation process? On-going sustained assessment, data review on regular basis by grade level teachers and departments.
3. What implementation challenges and barriers did the school encounter? Did not experience success in grade 7, unexpected teacher turnover, difficulty hiring math and language arts basic skills instruction teachers for first day of school.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? Strength- HSPA results- 100% passed the LAL area of the assessment. Weakness noted in data for LAL and Math in grade 7. No improvement noted.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? The school focused on assessment and data. Parent meetings, professional development for parents, and continuous conversation during teacher/administration meetings kept the focus in the forefront of all stakeholder groups.
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? Per the staff survey completed by 53 members, the staff believes that Math, Language Arts, and student behavior are the main issues at PCSST.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? Per the parent survey completed by 74 community members, they believe that Math, Language Arts, science and negative peer influence are the main issues at PCSST.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.) The program was delivered in on-on-one, small group, and class programs. All programs occurred during the school day, after school, or on Saturday.
9. How did the school structure the interventions? Interventions were structured by the staff and administration of PCSST and implemented based on the data from Star.
10. How frequently did students receive instructional interventions? Instructional interventions were delivered weekly (Saturday Academy), daily (basic skills), and twice weekly in elementary as part of the regular schedule.
11. What technologies did the school use to support the program? The district utilized the Star language arts and math computerized assessment. Assessments were completed quarterly to determine individual student needs.
12. Did the technology contribute to the success of the program, and if so, how? Electronic assessments provided immediate results and assisted in determining individual student needs.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	39	N/A	K-6: Saturday Academy, BSI Math,	Why the Intervention Worked in Most Areas:
Grade 5	41	N/A	Assistance from Reading Coach, Test	1. Increased attendance during extended hours, Quality of Teaching and Instruction
Grade 6	35	N/A	Preparation for LA in the weekly schedule.	Why the Intervention Did Not Work or Can Be Improved:
Grade 7	45	N/A	Schedule.	1. Teacher Turnover
Grade 8	31	N/A	MS-HS: Saturday Academy, Pass Plus After	2. New students admitted after first day of school
Grade 11	0	N/A	School, BSI Language Arts	3. Poor attendance at Saturday Academy/Pass Plus
Grade 12	0	N/A	All passed the state assessment in 2014	4. Difficulty locating qualified candidate for BSI, not starting on first day of school.

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	49	N/A	K-6: Saturday Academy, BSI Math,	Why the Intervention Did Worked in 6-12:
Grade 5	46	N/A	Test Preparation for M in the weekly	1. Early intervention, PD, Consistent Staff, extended hours
Grade 6	14	N/A	schedule.	Why the Intervention Did Not Work or Can Be Improved:
Grade 7	37	N/A		1. Teacher turnover in some grades
Grade 8	36	N/A	MS-HS: Saturday Academy, Pass Plus After	2. New students admitted after first day of school
Grade 11	10	N/A	School, BSI Math.	3. Inconsistent attendance at Saturday Academy/Pass Plus in 4-5
Grade 12	3	N/A		4. Difficulty locating qualified candidate for BSI, not starting on first day of school.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	n/a	n/a	Students in grades 1, 2, 9, and 11	Students who performed below level were provided
Kindergarten	n/a	n/a	Were assessed via STAR four times during the	all interventions listed on page 9. Significant progress
Grade 1	31	33	school year. Progress was charted and reviewed	was noted at all grade levels. Progress and data are
Grade 2	35	45	by teachers and administration after each	Housed in the office of Mr. Gunes and Dr. Miceli.
Grade 9	43	89	Administration. Students were exposed to all	Reasons for lack of proficiency are listed on page 9.
Grade 10	30	69	Interventions on page 9.	

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	n/a	n/a	Students in grades 1, 2, 9, and 11	Students who performed below level were provided
Kindergarten	n/a	n/a	Were assessed via STAR four times during the	all interventions listed on page 9. Significant progress
Grade 1	38	31	school year. Progress was charted and reviewed	was noted at all grade levels. Progress and data are
Grade 2	34	35	by teachers and administration after each	Housed in the office of Mr. Gunes and Dr. Miceli.
Grade 9	42	43	Administration. Students were exposed to all	Reasons for lack of proficiency are listed on page 9.
Grade 10	14	30	Interventions on page 9.	

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	BSI, Intervention Period, Reading Coach, Assessment Practice	N/A	PARCC Results Not Available	PARCC Results Not Available
Math	Students with Disabilities	BSI, Intervention Period, Reading Coach, Assessment Practice	N/A	PARCC Results Not Available	PARCC Results Not Available
ELA	Homeless	BSI, Intervention Period, Reading Coach, Assessment Practice	N/A	PARCC Results Not Available	PARCC Results Not Available
Math	Homeless	BSI, Intervention Period, Reading Coach, Assessment Practice	N/A	PARCC Results Not Available	PARCC Results Not Available
ELA	Migrant	BSI, Intervention Period, Reading Coach, Assessment Practice	N/A	PARCC Results Not Available	PARCC Results Not Available
Math	Migrant	BSI, Intervention Period, Reading Coach, Assessment Practice	N/A	PARCC Results Not Available	PARCC Results Not Available
ELA	ELLs	ESL Class, BSI, Intervention Period, Reading Coach, Assessment Practice	N/A	PARCC Results Not Available	PARCC Results Not Available
Math	ELLs	ESL Class, BSI, Intervention Period,	N/A	PARCC Results Not Available	PARCC Results Not Available

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Reading Coach, Assessment Practice			
ELA	Economically Disadvantaged	BSI, Intervention Period, Reading Coach, Assessment Practice	N/A	PARCC Results Not Available	PARCC Results Not Available
Math	Economically Disadvantaged	BSI, Intervention Period, Reading Coach, Assessment Practice	N/A	PARCC Results Not Available	PARCC Results Not Available

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Saturday Academy	N/A	PARCC Results and Star Report Improvement	PARCC Results and Star Report Improvement
Math	Students with Disabilities	Saturday Academy	N/A	PARCC Results and Star Report Improvement	PARCC Results and Star Report Improvement
ELA	Homeless	Saturday Academy	N/A	PARCC Results and Star Report Improvement	PARCC Results and Star Report Improvement
Math	Homeless	Saturday Academy	N/A	PARCC Results and Star Report Improvement	PARCC Results and Star Report Improvement
ELA	Migrant	Saturday Academy	N/A	PARCC Results and Star Report Improvement	PARCC Results and Star Report Improvement
Math	Migrant	Saturday Academy	N/A	PARCC Results and Star	PARCC Results and Star Report Improvement

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				Report Improvement	
ELA	ELLs	Saturday Academy	N/A	PARCC Results and Star Report Improvement	PARCC Results and Star Report Improvement
Math	ELLs	Saturday Academy	N/A	PARCC Results and Star Report Improvement	PARCC Results and Star Report Improvement
ELA	Economically Disadvantaged	Saturday Academy	N/A	PARCC Results and Star Report Improvement	PARCC Results and Star Report Improvement
Math	Economically Disadvantaged	Saturday Academy	N/A	PARCC Results and Star Report Improvement	PARCC Results and Star Report Improvement

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	PD- Workshops in/out, conferences	Yes	Attendance at PD	Sign in sheets and approval by Director of Instruction
Math	Students with Disabilities	PD- Workshops in/out, conferences	Yes	Attendance at PD	Sign in sheets and approval by Director of Instruction
ELA	Homeless	PD- Workshops in/out, conferences	Yes	Attendance at PD	Sign in sheets and approval by Director of Instruction
Math	Homeless	PD- Workshops in/out, conferences	Yes	Attendance at PD	Sign in sheets and approval by Director of Instruction
ELA	Migrant	PD- Workshops in/out, conferences	Yes	Attendance at PD	Sign in sheets and approval by Director of Instruction
Math	Migrant	PD- Workshops in/out, conferences	Yes	Attendance at PD	Sign in sheets and approval by Director of Instruction
ELA	ELLs	PD- Workshops in/out, conferences	Yes	Attendance at PD	Sign in sheets and approval by Director of Instruction
Math	ELLs	PD- Workshops in/out, conferences	Yes	Attendance at PD	Sign in sheets and approval by Director of Instruction
ELA	Economically Disadvantaged	PD- Workshops in/out, conferences	Yes	Attendance at PD	Sign in sheets and approval by Director of Instruction
Math	Economically Disadvantaged	PD- Workshops in/out, conferences	Yes	Attendance at PD	Sign in sheets and approval by Director of Instruction

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Parent meetings for academics and PD	Yes	Attendance at Parent Events and PD	Sign in sheets
Math	Students with Disabilities	Parent meetings for academics and PD	Yes	Attendance at Parent Events and PD	Sign in sheets
ELA	Homeless	Parent meetings for academics and PD	Yes	Attendance at Parent Events and PD	Sign in sheets
Math	Homeless	Parent meetings for academics and PD	Yes	Attendance at Parent Events and PD	Sign in sheets
ELA	Migrant	Parent meetings for academics and PD	Yes	Attendance at Parent Events and PD	Sign in sheets
Math	Migrant	Parent meetings for academics and PD	Yes	Attendance at Parent Events and PD	Sign in sheets
ELA	ELLs	Parent meetings for academics and PD	Yes	Attendance at Parent Events and PD	Sign in sheets
Math	ELLs	Parent meetings for academics and PD	Yes	Attendance at Parent Events and PD	Sign in sheets
ELA	Economically Disadvantaged	Parent meetings for academics and PD	Yes	Attendance at Parent Events and PD	Sign in sheets
Math	Economically Disadvantaged	Parent meetings for academics and PD	Yes	Attendance at Parent Events and PD	Sign in sheets

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

X I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	NJASK, HSPA, Star, Survey	Assessment Results, Survey Results
Academic Achievement - Writing	NJASK, HSPA, Star, Survey	Assessment Results, Survey Results
Academic Achievement - Mathematics	NJASK, HSPA, Star, Survey	Assessment Results, Survey Results
Family and Community Engagement	Attendance at Evening Events, Survey	Sign in Sheets, Survey Results
Professional Development	Approval and Sign in	Director and Principal Approval
Leadership	Staff, Parent Survey	Survey Results
School Climate and Culture	Staff, Parent Survey	Survey Results
School-Based Youth Services	Attendance at IBMK Program	Participation and Sign in
Students with Disabilities	NJASK, HSPA, Star, and Staff, Parent Survey	Survey Results
Homeless Students	NJASK, HSPA, Star and Staff, Parent Survey	Survey Results
Migrant Students	NJASK, HSPA, Star, and Staff, Parent Survey	Survey Results
English Language Learners	NJASK, HSPA, Star, and Staff,	Participation and Sign In

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Parent Survey	
Economically Disadvantaged	Staff, Parent Survey	Survey Results

2015-2016 Comprehensive Needs Assessment Process* *Narrative*

1. What process did the school use to conduct its needs assessment? The PCSST staff, parents, and community were surveyed via “surveymonkey.com”. Fifty-three staff members participated and seventy-four parents/community members provided input. Academic data provided by NJDOE (ESEA Waiver Report) was the driving factor.
2. What process did the school use to collect and compile data for student subgroups? Data was collected from state reports, ESEA, NJASK, and HSPA results.
3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? Data from the needs assessment was reviewed by the administration for consistency. With 198 electronic survey respondents, the data was consistent with both staff, administration, and community.
4. What did the data analysis reveal regarding classroom instruction? Some consistency exists where teacher training was provided.
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? The training is most effective when on-going and sustained. Teacher turnover has affected the results with turnover present in math/language arts at the MS-HS.
6. How does the school identify educationally at-risk students in a timely manner? Students are identified during weekly grade level meetings. Once identified, the student is referred to guidance.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

7. How does the school provide effective interventions to educationally at-risk students? Students meet with guidance, issues are identified, and intervention periods are assigned during the school day.
8. How does the school address the needs of migrant students? Via guidance counseling, intervention classes, Saturday Academy, and BSI.
9. How does the school address the needs of homeless students? Via guidance counseling, intervention classes, Saturday Academy, and BSI.
10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? The school engaged its teachers in decisions regarding academic assessment. Star assessments are administered quarterly and reviewed by teachers to recommend interventions.
11. How does the school help student's transition from preschool to kindergarten, elementary to middle school and/or middle to high school? Via guidance activities, parent/student open house opportunities, orientations.
12. How did the school select the priority problems and root causes for the 2015-2016 school wide plan? PCSST selected the priority problems based on the consensus determined by the survey data. Parents/Community, teachers, and administration all agree that Math, Language Arts, and Parent Involvement were high priorities.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	LAL (CCCS), LAL PD, LAL Proficiency	Math (CCCS), Math PD
Describe the priority problem using at least two data sources	Low state assessment scores per ESEA waiver data provided by NJDOE. Data sources: HSPA, NJASK, Star	Low state assessment scores per ESEA waiver data provided by NJDOE. Data sources: HSPA, NJASK, Star
Describe the root causes of the problem	Root causes of problem are explained in detail in Title 1A application.	Root causes of problem are explained in detail in Title 1A application.
Subgroups or populations addressed	All students and subgroups per ESEA	All students and subgroups per ESEA
Related content area missed (i.e., ELA, Mathematics)	Language Arts	Mathematics
Name of scientifically research based intervention to address priority problems	Extended Day, Basic Skills Instruction, Professional Development for teachers	Extended Day, Basic Skills Instruction, Professional Development for teachers
How does the intervention align with the Common Core State Standards?	All interventions aligned to the CCSS	All interventions aligned to the CCSS

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	At Risk Students	Parent involvement
Describe the priority problem using at least two data sources	Parent/Staff survey, suspension/discipline data	Parent sign in and parent survey data
Describe the root causes of the problem	Poverty, poor prior education and preparation	Difficulty getting parents to school meetings and student events. Possible causes: poverty, one parent households, work and job related, etc.
Subgroups or populations addressed	All students	Parents
Related content area missed (i.e., ELA, Mathematics)	LAL, Math	N/A
Name of scientifically research based intervention to address priority problems	Intervention in daily schedule, teacher meetings and discussion with parents, meetings with counselors	When parents are involved in their child's education, success rates improve.
How does the intervention align with the Common Core State Standards?	Intervention provided based on need and teacher recommendation for academics and social	N/A

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	1,2,3,4 Above	Director	PARCC success, ESEA waiver data, Star	Intervention class, extended day, PD for staff, Reading Coach, BSI
Math	Students with Disabilities	1,2,3,4 Above	Director	PARCC success, ESEA waiver data, Star	Intervention class, extended day, PD for staff, Reading Coach, BSI
ELA	Homeless	1,2,3,4 Above	Guidance	PARCC success, ESEA waiver data, Star	Intervention class, extended day, PD for staff, Reading Coach, BSI
Math	Homeless	1,2,3,4 Above	Guidance	PARCC success, ESEA waiver data, Star	Intervention class, extended day, PD for staff, Reading Coach, BSI
ELA	Migrant	1,2,3,4 Above	Guidance	PARCC success, ESEA waiver data, Star	Intervention class, extended day, PD for staff, Reading Coach, BSI
Math	Migrant	1,2,3,4 Above	Guidance	PARCC success, ESEA waiver data, Star	Intervention class, extended day, PD for staff, Reading Coach, BSI
ELA	ELLs	1,2,3,4 Above	Supervisor	PARCC success, ESEA waiver data, Star	Intervention class, extended day, PD for staff, Reading Coach, BSI
Math	ELLs	1,2,3,4 Above	Supervisor	PARCC success, ESEA waiver data, Star	Intervention class, extended day, PD for staff, Reading Coach, BSI
ELA	Economically Disadvantaged	1,2,3,4 Above	Director	PARCC success, ESEA waiver data, Star	Intervention class, extended day, PD for staff, Reading Coach, BSI
Math	Economically Disadvantaged	1,2,3,4 Above	Director	PARCC success, ESEA waiver data, Star	Intervention class, extended day, PD for staff, Reading Coach, BSI

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA		1,2,3,4 Above	Principal	PARCC success, ESEA waiver data, Star	Intervention class, extended day, PD for staff, Reading Coach, BSI
Math		1,2,3,4 Above	Principal	PARCC success, ESEA waiver data, Star	Intervention class, extended day, PD for staff, Reading Coach, BSI

**Use an asterisk to denote new programs.*

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Extended Day, Saturday Academy, Intervention class MS/HS	Director	ESEA waiver data, Star Improvement, Student Attendance	Extended Day attendance and focus on specific weak areas leads to academic improvement.
Math	Students with Disabilities	Extended Day, Saturday Academy, Intervention class MS/HS	Director	ESEA waiver data, Star Improvement, Student Attendance	Extended Day attendance and focus on specific weak areas leads to academic improvement.
ELA	Homeless	Extended Day, Saturday Academy, Intervention class MS/HS	Guidance	ESEA waiver data, Star Improvement, Student Attendance	Extended Day attendance and focus on specific weak areas leads to academic improvement.
Math	Homeless	Extended Day,	Guidance	ESEA waiver data, Star	Extended Day attendance and focus

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Saturday Academy, Intervention class MS/HS		Improvement, Student Attendance	on specific weak areas leads to academic improvement.
ELA	Migrant	Extended Day, Saturday Academy, Intervention class MS/HS	Guidance	ESEA waiver data, Star Improvement, Student Attendance	Extended Day attendance and focus on specific weak areas leads to academic improvement.
Math	Migrant	Extended Day, Saturday Academy, Intervention class MS/HS	Guidance	ESEA waiver data, Star Improvement, Student Attendance	Extended Day attendance and focus on specific weak areas leads to academic improvement.
ELA	ELLs	Extended Day, Saturday Academy, Intervention class MS/HS	Supervisor	ESEA waiver data, Star Improvement, Student Attendance	Extended Day attendance and focus on specific weak areas leads to academic improvement.
Math	ELLs	Extended Day, Saturday Academy, Intervention class MS/HS	Supervisor	ESEA waiver data, Star Improvement, Student Attendance	Extended Day attendance and focus on specific weak areas leads to academic improvement.
ELA	Economically Disadvantaged	Extended Day, Saturday Academy, Intervention class MS/HS	Principal	ESEA waiver data, Star Improvement, Student Attendance	Extended Day attendance and focus on specific weak areas leads to academic improvement.
Math	Economically Disadvantaged	Extended Day, Saturday Academy, Intervention class MS/HS	Principal	ESEA waiver data, Star Improvement, Student Attendance	Extended Day attendance and focus on specific weak areas leads to academic improvement.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA		Extended Day, Saturday Academy, Intervention class MS/HS	Director of Instruction	ESEA waiver data, Star Improvement, Student Attendance	Extended Day attendance and focus on specific weak areas leads to academic improvement.
Math		Extended Day, Saturday Academy, Intervention class MS/HS	Director of Instruction	ESEA waiver data, Star Improvement, Student Attendance	Extended Day attendance and focus on specific weak areas leads to academic improvement.

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Workshops in, workshops out, conferences, mentoring and coaching	Director	High attendance at workshops, in-service day, conferences	Meaningful professional development and on-going sustained PD produce consistency and coordinated plans via use of student data
Math	Students with Disabilities	Workshops in, workshops out, conferences, mentoring and coaching	Director	High attendance at workshops, in-service day, conferences	Meaningful professional development and on-going sustained PD produce consistency and coordinated plans via use of student data
ELA	Homeless	Workshops in, workshops out, conferences, mentoring and coaching	Director	High attendance at workshops, in-service day, conferences	Meaningful professional development and on-going sustained PD produce consistency and coordinated plans via use of student data
Math	Homeless	Workshops in, workshops out, conferences, mentoring and coaching	Director	High attendance at workshops, in-service day, conferences	Meaningful professional development and on-going sustained PD produce consistency and coordinated plans via use of student data
ELA	Migrant	Workshops in, workshops out, conferences, mentoring and coaching	Director	High attendance at workshops, in-service day, conferences	Meaningful professional development and on-going sustained PD produce consistency and coordinated plans via use of

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					student data
Math	Migrant	Workshops in, workshops out, conferences, mentoring and coaching	Director	High attendance at workshops, in-service day, conferences	Meaningful professional development and on-going sustained PD produce consistency and coordinated plans via use of student data
ELA	ELLs	Attendance at Consortium PD	Supervisor	Attendance and implementation of ideas	Meaningful professional development and on-going sustained PD produce consistency and coordinated plans via use of student data
Math	ELLs	Attendance at Consortium PD	Supervisor	Attendance and implementation of ideas	Meaningful professional development and on-going sustained PD produce consistency and coordinated plans via use of student data
ELA	Economically Disadvantaged	Workshops in, workshops out, conferences, mentoring and coaching	Director	High attendance at workshops, in-service day, conferences	Meaningful professional development and on-going sustained PD produce consistency and coordinated plans via use of student data
Math	Economically Disadvantaged	Workshops in, workshops out, conferences, mentoring and coaching	Director	High attendance at workshops, in-service day, conferences	Meaningful professional development and on-going sustained PD produce consistency and coordinated plans via use of

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					student data
ELA		Workshops in, workshops out, conferences, mentoring and coaching	Director	High attendance at workshops, in-service day, conferences	Meaningful professional development and on-going sustained PD produce consistency and coordinated plans via use of student data
Math		Workshops in, workshops out, conferences, mentoring and coaching	Director	High attendance at workshops, in-service day, conferences	Meaningful professional development and on-going sustained PD produce consistency and coordinated plans via use of student data

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

N/A

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?
2. What barriers or challenges does the school anticipate during the implementation process?
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
5. What measurement tool(s) will the school use to gauge the perceptions of the community?
6. How will the school structure interventions?
7. How frequently will students receive instructional interventions?
8. What resources/technologies will the school use to support the schoolwide program?
9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

**Provide a separate response for each question.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	PD for Parents in ELA and Math, Parent Assessment Nights, PTA, etc.	Principals	Attendance at events and meetings	Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, the school wide plan contains strategies to involve families and the community, to help children do well in school.
Math	Students with Disabilities	PD for Parents in ELA and Math, Parent Assessment Nights, PTA, etc.	Principals	Attendance at events and meetings	Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, the school wide plan contains strategies to involve families and the community, to help children do well in school.
ELA	Homeless	PD for Parents in ELA and Math, Parent Assessment Nights, PTA, etc.	Principals	Attendance at events and meetings	Research continues to show that successful schools have significant and sustained levels of family and community

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					engagement. As a result, the school wide plan contains strategies to involve families and the community, to help children do well in school.
Math	Homeless	PD for Parents in ELA and Math, Parent Assessment Nights, PTA, etc.	Principals	Attendance at events and meetings	Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, the school wide plan contains strategies to involve families and the community, to help children do well in school.
ELA	Migrant	PD for Parents in ELA and Math, Parent Assessment Nights, PTA, etc.	Principals	Attendance at events and meetings	Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, the school wide plan contains strategies to involve families and the community, to help children do well in school.
Math	Migrant	PD for Parents in ELA and Math, Parent Assessment Nights, PTA, etc.	Principals	Attendance at events and meetings	Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, the

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					school wide plan contains strategies to involve families and the community, to help children do well in school.
ELA	ELLs	PD for Parents in ELA and Math, Parent Assessment Nights, PTA, etc.	Principals	Attendance at events and meetings	Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, the school wide plan contains strategies to involve families and the community, to help children do well in school.
Math	ELLs	PD for Parents in ELA and Math, Parent Assessment Nights, PTA, etc.	Principals	Attendance at events and meetings	Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, the school wide plan contains strategies to involve families and the community, to help children do well in school.
ELA	Economically Disadvantaged	PD for Parents in ELA and Math, Parent Assessment Nights, PTA, etc.	Principals		Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, the

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					school wide plan contains strategies to involve families and the community, to help children do well in school.
Math	Economically Disadvantaged	PD for Parents in ELA and Math, Parent Assessment Nights, PTA, etc.	Principals	Attendance at events and meetings	Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, the school wide plan contains strategies to involve families and the community, to help children do well in school.
Attendance at events and meetings					
ELA		PD for Parents in ELA and Math, Parent Assessment Nights, PTA, etc.	Principals	Attendance at events and meetings	Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, the school wide plan contains strategies to involve families and the community, to help children do well in school.
Math		PD for Parents in ELA and Math, Parent Assessment Nights, PTA, etc.	Principals	Attendance at events and meetings	Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, the

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					school wide plan contains strategies to involve families and the community, to help children do well in school.

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? Increase parent awareness of student achievement, Increase parent awareness of required assessments, provide professional development to parents.
2. How will the school engage parents in the development of the written parent involvement policy? Discussion During Yearly Title 1 Meetings at Start of School year.
3. How will the school distribute its written parent involvement policy? Title 1 Meeting, PTO, e-mail, website posting.
4. How will the school engage parents in the development of the school-parent compact? Discussion and Revision during Meeting.
5. How will the school ensure that parents receive and review the school-parent compact? E-mail, mailer, posting on website.
6. How will the school report its student achievement data to families and the community? E-mail, mailer, posting on website.
7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III? Via letter in native language.
8. How will the school inform families and the community of the school's disaggregated assessment results? E-mail, mailer.
9. How will the school involve families and the community in the development of the Title I School-wide Plan? Yearly convenient on-line survey.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

- 10.** How will the school inform families about the academic achievement of their child/children? Mailer, electronic system.
- 11.** On what specific strategies will the school use its 2013-2014 parent involvement funds? Professional development for academic awareness, assessment, and progress of students; parent report card nights; evening meetings.

**Provide a separate response for each question.*

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100	
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	7	
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0%	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
The human resource officer, Applitrack computer use and advertising, discussion and word of mouth, website	Human Resources Director